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ABSTRACT

This packet of information was developed to be distributed as an informational referral tool for a workplace literacy project following an oral presentation by project staff. It includes the following sections: a managers' checklist; questions managers ask; manager's survey; information about workplace literacy; characteristics of work-based instruction; benefits of workplace literacy instruction to businesses and to workers; information about the Visions project; information about task analysis; literacy audits; and evaluation instruments (with examples). (KC)

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ED 425 316

Manager's

Informational

Packet

Project VISIONS
National Workplace Skills Project

January 1, 1995 - December 31, 1998

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

CE077641

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This packet of information is to be distributed as an informational referral tool after an oral presentation by project staff. It is not meant to be used as a stand alone discussion of the grant, content of the classes, instructional methods used, and evaluations used during the project. Should you receive the packet without the accompanying presentation, please call the project staff for additional information.

Managers' Checklist

[ ] **Have a good understanding of what the grant is all about (see pages 11-13)**

[ ] **Assist with the task analyses (see pages 14-19)**

[ ] **Help recruit students to class**

[ ] **Stress confidentiality of the classes**

[ ] **Give ideas for projects and content for the classes**

[ ] **Observe classes; give input**

[ ] **Notice and report to us the effect of classes on your employees**

[ ] **Maintain contact with VISIONS staff**

[ ] **Evaluate program. Hand in forms in a timely manner (see pages 25-28)**

QUESTIONS MANAGERS ASK

1. How do I approach an employee whom I want to be in class? This depends on the individual and your relationship with him/her. Remember that peoples' lack of skills is a sensitive issue with them. Approach them with respect and care. If the class has a technical name like blueprint reading or SPC, appealing to their ability for future responsibility is a sure way to get them in class and not offend them. If you suspect they have a serious reading problem, seek them out privately and point out the benefits of the class. If you feel totally uncomfortable with approaching them, have the instructor come and talk to your department as a whole. Be supportive and tie skills improvement to improvements in the way things are done at work.

2. Do I have any input to the times and the content of the classes? Definitely yes. We will have many opportunities for you to give input when we begin classes, but you can give input anytime to the instructor who will have an office on site at the plant. However, when classes begin, try to work around class times.

3. How do I give input? You can meet anytime with the instructor. The Project Director will be at your site weekly. The contact person at the plant is a good source. In fact, this contact person receives monthly reports and end of class reports from the instructor. You should get copies from this contact person. Ask us questions. You can also be a good source of information during the task analyses. You should get copies of course outlines and course schedules. These are available.

4. What if I feel I need help ? If you do not feel comfortable in classes with those you supervise, classes can be held for supervisors or you could come on an individual basis to the instructor. Individual help is available but must be worked out with the instructor due to time constraints with classes, developing curricula, etc. Remember, everyone can improve in some area. Many of us have been out of school for some time or may not have received good instruction when we were there. Unfortunately, many adults have never been diagnosed with learning problems because the assessments or knowledge of learning disabilities were not known at the time they were in school.

5. What if an employee has a complaint about the classes? Contact the instructor and relay your concerns. If concerns persist, contact the project director or plant contact.

6. Do I get to evaluate the classes? You are such an integral part of the evaluation process of the grant that that is why we are scheduling orientation for you. Without your support, our effectiveness is limited. You will be given a Pre/Post form to fill out on each employee you supervise. You will also be given a Manager Overall Effect of Instruction on My Department Form to complete after classes have ended. We are looking for evidence that we have increased your department's productivity, increased positive attitude toward jobs, increased attendance, increased an employee's chance for promotion. At any time you can converse with the instructor about improving the classes.

7. **How many courses can an employee enroll in ?** After determining what remediation skills are needed, an employee can enroll in as many classes as he /she would like. A class schedule will be posted prior to actual class sessions so that employees may adjust personal schedules accordingly.

8. **Will pre/post test determine academic strengths/weaknesses of employees?** No, literacy is not a single construct. Reading different types or forms of materials calls for different skills and abilities. Standardize pre/post test scores compare competency levels over the 3 year grant period, while pre/post competency-based tests given to students in a class measure how well they have learned the subject matter.

Manager's Survey

I have noticed workers having trouble:

_____ filling out forms

_____ making written reports

_____ making oral reports

_____ participating in team meetings

_____ understanding new technology

_____ understanding work manuals

_____ understanding hazard communication training

_____ responding to change within the organization

I suggest job-specific instruction in

_____

_____

_____

_____

_____

What is the meaning of workplace literacy?

It is the specific set of basic literacy skills that an employee needs to do his or her job and to function in the everchanging workplace environment.

Literacy is context-related. It is always changing as the nature of the job changes.

IN THE WORKPLACE, EMPLOYEES USE READING, WRITING, COMPUTATION, AND OTHER COMMUNICATION SKILLS TO ACCOMPLISH SPECIFIC JOB TASKS, FIND SOLUTIONS TO PROBLEMS, AND MAKE JUDGEMENTS ABOUT WHICH READING MATERIALS ARE MOST USEFUL FOR BOTH OF THOSE ACTIVITIES. WORKERS' BASIC SKILLS MAY BE ADEQUATE FOR SATISFACTORY JOB PERFORMANCE UNTIL A CHANGE IN THE TASKS, PROBLEMS, AND READING MATERIALS THAT MAKE UP THEIR JOBS OR A CHANGE OF JOBS TAKES PLACE. BASIC SKILLS DEFICIENCIES ARE OFTEN SUCCESSFULLY HIDDEN UNTIL SUCH A CHANGE TAKES PLACE. ONCE THE SYMPTOMS OF A BASIC SKILLS PROBLEM APPEAR, THE EMPLOYER SHOULD MOVE TO PINPOINT THE SOURCE.

NEW ASTD STUDY IDENTIFIES 16 BASIC WORKPLACE SKILLS

READING, WRITING AND MATH, WHILE ESSENTIAL, ARE NO LONGER THE ONLY BASIC SKILLS NEEDED IN THE AMERICAN WORKPLACE, ACCORDING TO A NEW STUDY BY THE AMERICAN SOCIETY FOR TRAINING AND DEVELOPMENT.

THE 16 SKILLS IDENTIFIED IN THE STUDY ARE:

KNOW HOW TO LEARN
READING, WRITING AND COMPUTATION
LISTENING AND SPEAKING
CREATIVE THINKING; PROBLEM SOLVING
SELF-ESTEEM; GOAL SETTING/MOTIVATION; EMPLOYABILITY/ CAREER DEVELOPMENT
INTERPERSONAL SKILLS; NEGOTIATION; TEAMWORK
ORGANIZATIONAL EFFECTIVENESS; LEADERSHIP

COPIES OF **WORKPLACE BASICS** ARE AVAILABLE FROM:
ASTD,
1630 DUKE STREET,
PO BOX 1443, DEPARTMENT T,
ALEXANDRIA, VA 22313
OR CALL 703-683-8122

RESEARCH HAS FOUND THAT THE MOST SUCCESSFUL WORKERS ARE THOSE WHO CAN PROCESS AND ORGANIZE INFORMATION, MONITOR THEIR OWN UNDERSTANDING, AND WHO CAN EXPLAIN THE PURPOSE OF THE READING AND WRITING FOR THE ACCOMPLISHMENT OF A TASK.

In work-based instruction

1) learning should be treated as an integrated whole;
2) instruction should support the employer's strategic goal;
3) instruction should be used to address skill and knowledge deficiencies;
4) a job-performance profile should be developed for each job;
5) from this profile, performance criteria should be determined;
6) mastery of these skills is the ultimate test of learning;
7) a single learning plan should be developed for each individual;
8) learning should then become a continuous process that adapts to changing job conditions.

Benefits to Business

- Greater productivity
- Better product quality
- Increased worker loyalty
- Increased worker retention

Benefits to Workers

- Increased income
- Greater employment security
- Higher job satisfaction

Analysis of VISIONS2

Who are the partners?

Industry Partners:
Holnam. Inc.
Teepak, Inc.

Educational Partners:
Orangeburg-Calhoun Technical College
Orangeburg-Calhoun Adult Education

The predominant goal:
To provide the two industrial partners' employees with new and increased skills needed to function effectively to increase productivity in today's ever-changing competitive workplace climate.

Time Period:
3 year grant period
January 1, 1995 - December 31, 1998
Start up Period: January - April, 1995

Instructional Periods:
Determined by need, shifts, and time schedules.

Suggested Start Date for Classes:
Teepak - June, 1995
Holnam - May, 1995

Objectives to be accomplished (Perhaps of interest to managers)

- **Design and develop job-specific literacy audits and instructional curriculum.**
- **Provide on-going outreach activities which will result in servicing and screening of at least 200 eligible applicants by March 1998.**

- **Develop an Individualized Educational Plan (IEP) for 100% of project participants at the beginning of each cycle.**
- **Provide instructional activities which will result in new employment, continued employment, career advancement, or increased productivity; and/or upgrade of basic skills required by changes in the workplace; and improve competencies in speaking, listening, reasoning, and problem solving by 90% of the project participants.**
- **Provide on-going tutorial assistance to 100% of adult learners in need of educational support services.**
- **Provide on-going support services to adult learners which will result in the reduction of barriers for adult learners to participate in VISIONS2.**
- **Set up a research-based collection system to:**
  1) determine causes of dropouts and non-participation;
  2) measure whether increases in competency-based teacher-developed tests correspond to any changes in the TALS test scores of participants.

Job-Specific curriculum and instruction components include:

- **Recommendation of classes as expressed by management and employees on skills needed to be more productive.**
- **Problem centered instruction related to the job.**
- **Reading and Writing in the Work Context**
- **Fundamental Math for the Workplace**
- **Oral Communications, Self-Development Skills**
- **Problem-Solving and Decision Making**
- **Time Management**
- **Terminology to be used in cross training**

Instructional Modes Used:
Cooperative learning
Team approach
Role playing
Group instruction
Completion of projects related to the work environment
Others as appropriate

Anticipated Overall Benefits to Workers Might Include:
Greater problem solving skills
Increased morale
Increased technical ability
Improved communication skills
Decreased employee turnover
Increased understanding of personnel policies
Improved pool of current employees qualified for job advancement
Increased retention
Increased effectiveness in the work environment
Increased loyalty and motivation
Higher self-esteem
A value for lifelong learning

Partnership Feedback:

There will be monthly reports to the Industrial Partners by the Instructor assigned to their site. Open lines of communication with the Grant Staff and Partner Contacts will be established.

Chris Walsh, Project Director, can be reached at O-C Tech by calling 535-1237. Your instructor, Elizabeth Ray, can be reached at Ext. 371.

Company Responsibilities

1. **Provide input and support to program.**
2. **Encourage and reward attendance.**
3. **Copy and circulate monthly reports, memos, cycle reports to appropriate parties within the industry.**
4. **Return needed evaluation forms in a timely manner (Employer Satisfaction Form, Manager Pre/Post Evaluation of Employees, Manager Overall Effect on Department, etc.)**
5. **Meet with instructor, Project Director on a regular basis.**
6. **Support student advisory committees.**
7. **Engage in dialogue with instructor.**
8. **Observe and encourage participants to use their new skills as they work.**

What is a task analysis?

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TASK ANALYSIS

1. OBSERVE EMPLOYEE TO DETERMINE THE BASIC SKILLS THAT ARE NECESSARY IN ORDER TO PERFORM THE JOB EFFECTIVELY.

2. COLLECT ALL MATERIALS THAT ARE WRITTEN AND READ ON THE JOB TO DETERMINE THE DEGREE OF SKILL PROFICIENCY AN EMPLOYEE MUST HAVE TO DO THE JOB WELL.

3. INTERVIEW EMPLOYEES AND THEIR MANAGERS TO DETERMINE THEIR PERCEPTION OF THE BASIC SKILLS NEEDED TO DO THEIR JOBS.

4. DETERMINE WHETHER THE EMPLOYEES HAVE THE BASIC SKILLS NEEDED TO DO THEIR JOBS WELL.

5. BUILD TESTS THAT ASK QUESTIONS RELATING SPECIFICALLY TO THE EMPLOYEES JOB OR JOB GROUP.

THE TOOLS OF A LITERACY AUDIT ARE OBSERVATION, COLLECTION AND ANALYSIS OF MATERIALS, INTERVIEWS, AND CUSTOMIZED TESTS AND REMEDIATION.

Manager's Responsibility for task anlaysis:

1. Assign a competent worker to be observed.

2. Provide job related reading and math materials along with any forms that need to be completed.

3. Allow time (for yourself and the worker) for observation and subsequent interviews to complete the TA process.

4. Verify the tasks listed by signing the final TA.

5. Be available for interviews and to confer on curriculum matters.

A Workplace Skills Curriculum Will:

- **Be organized by job tasks, not by discrete basic skills.**
- **Include the worker's knowledge of job content.**
- **Provide an opportunity for workers to work together and learn from each other.**
- **Link the goals of the company to the adult learner.**
- **Include skills needed for a better quality of work life (e.g. understanding benefits).**
- **Use the "whole language" approach by incorporating reading, writing, and oral communication skills simultaneously.**
- **Use projects related to the work environment to increase worker productivity through active participation in an oral classroom.**

An Example of a TASK ANALYSIS
Position: Shipping Clerk in the Packhouse
(Inventory Control Responsibilities - performed every Wednesday except on the last day of the month)
Clerks Observed: Jimmy Grooms and Leon Dantzler
Supervisor: T. B. Elliott

TASK	APPLIED SKILL
1.0 Assemble Paperwork	
> gather forms from file to use	1.1 Visual recognition 1.2 Knowledge of alphabetical order or of the filing system used
2.0 Take Actual Count	
> begin counting with finished bagged product on hand as of 0700 > record information of "Inventory On Floor" > when completed tally information and record on "Stock On Floor" form > total columns on "Stock On Floor" form > turn in completed forms to Supervisor	2.1 Ability to count 2.2 number facts 2.3 knowledge of multiplication facts 2.4 knowledge of how many bags of each product type stacked on pallets 2.5 Visual Discrimination - knowledge of various product codes and bag color for recognition 2.6 Information Transfer - ability to properly record information in proper place on forms 2.7 Reading - >record information in proper slot on form >identify product codes >read sign for damaged and/or uncountable product 2.8 Military Time

One of the responsibilities of the Shipping Clerk is to perform an inventory of the actual finished product on hand in the packhouse. This task is done on every Wednesday except during the last week of the month and then it is done on the last day of the month. The task involves going out and taking an actual count of the product. Care has to be taken during the count to watch for mixed products on the same pallet.

There are several forms used and they are organized to aid in the task. Finished products are stored on pallets that have been stacked 7, 8, 9 or 10 layers high.

Verified by:

_____

Jimmy Grooms, Shipping Clerk

_____

Leon Dantzler, Shipping Clerk

_____

T. B. Elliott, Superintendent

Prepared by:

_____

Mary Lou Taylor, Instructor
National Workplace Literacy Grant

EVALUATIONS

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HOW CAN WE KNOW IF TRAINING IS HAVING ITS DESIRED IMPACT?

WORKPLACE LEARNING EVALUATION SURVEYS

LEVEL ONE **Organizational Need**	**To what extent does the proposed training program match a critical organizational training need?**
LEVEL TWO **Student Learning**	**To what extent do employees who participate in the training master the content of the program?**
LEVEL THREE **Student Performance**	**To what extent does mastery of training transfer and impact positively on job performance?**
LEVEL FOUR **Organizational Results**	**To what extent does changed job performance result in cost benefit to the organization?**

Levels Of Evaluation Criteria

Level I evaluation criteria for a workplace literacy program can be effectively met when internal or external program providers:

- work with employers and employees to determine organizationally criticial job tasks and program goals;
- identify the skill applications needed to perform those tasks competently;
- develop a program that instructs in those skill applications through the use of job scenarios and materials as the vehicle for instruction; and
- collect pre-and postprogram data on employee expectations and satisfaction with program content and delivery.

Level II evaluation criteria can be effectively met when program providers:

- collect representative examples of participants' work to demonstrate progress toward program instructional goals; and
- develop and administer competency-based, parallel pretests and posttests correlated with program goals and content to determine progress of participants toward mastery of instructional content.

Level III evaluation criteria can be effectively met when program providers:

- identify local indicators for measuring performance of specific behaviors on critical job tasks; and
- collect ratings of performance, either by participants' supervisors or as employee self-ratings, on identified indicators pre- and post program course cycles to measure the amount of transfer from training to job performance.

Level IV evaluation criteria can be effectively met when employers and employees:

- examine areas in which critical job tasks are performed to determine the extent to which changes in performance after participation in workplace literacy training programs are saving or generating money for the organization.

Some common indicators that are measured include units produced, defects or failure rates, tasks completed, rework, scrap, backlogs, units sold, shortages, accidents, etc. There are also system goals which emphasize growth, profits, modes of functioning, and return on investment. Frequently used criteria are: productivity, processing time, operating costs, efficiency, amounts of overtime or lost time, machine downtime, performance/cost ratio, etc. In addition, "hygiene" benefits like reduced turnover, absenteeism, strikes, etc., and reduction in accidents are also used to conduct cost benefit or cost effectiveness analyses. (Cascio, 1982; Kearsley, 1982).

WORKPLACE LITERACY PROGRAM EVALUATION MODEL

TYPE/LEVEL	PURPOSE	STRENGTHS	WEAKNESSES	EXAMPLES	GUIDELINES
Student Reaction	Measure student feelings about a program/course	*Easy to administer *Provides immediate feedback on instructors, and program design	*Subjective *Provides no measurement of learning, transfer of skills or benefit to the organization	*"Happiness" reports *Informal student/instructor interview *Group discussion	*Design a form which can be easily tabulated *Ask questions which provide information about what you need to know: instructor effectiveness, facility quality, relevance of program content, etc. *Allow for anonymity and opportunity to provide additional comments
Student Learning	Measure the amount of learning that has occurred in a program/course	*Provides objective data on the effectiveness of training *Data can be collected before students leave the training program	*Requires skill in test construction *Provides no measurement of transfer of skills or benefit to the organization	*Written pre/post tests *Skills laboratories *Role plays *Simulations *Projects or presentations *Oral examinations	*Design an instrument which will provide quantitative data *Include pre and post level of skill/knowledge in design *Tie evaluation items directly to program learning objectives
Student Performance	Measure the transfer of training	*Provides objective data on impact to job situation	*Requires task analysis skills to construct and is time consuming to administer *Can be a "politically" sensitive issue	*Performance checklists *Performance appraisals *Critical incident analysis *Self-appraisal *Observation	*Base measurement instrument on systematic task analysis of job *Consider the use of a variety of persons to conduct the evaluation *Inform participants of evaluation process
Organizational Results	Measure impact of training on organization	*Provides objective data for cost/benefit analysis and organizational support	*Requires high level of evaluation design skills; requires collection of data over a period of time *Requires knowledge of organization needs and goals	*Employee suggestions *manufacturing indexes Cost, Scrap, Schedule compliance, Quality, Equipment donations *QWL surveys *Absenteeism rates *Accident rates *Customer complaints	*Involve all necessary levels of organization *Gain commitment to allow access to organization indexes and records *Use organization business plans and mission statements to identify organizational needs

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MANAGERS' EVALUATIONS

Key Concepts:

A manager's evaluation can be used for the following purposes:

1. **To provide feedback on current program issues as they relate or impact upon the goals of the company.**

2. **To determine pre/post employee effectiveness of job performance prior to and after class participation.**

3. **To determine the levels of improvement in production, quality, transferability, attitude, attendance, punctuality, teamwork skills and job knowledge by those attending classes.**

A successful workplace literacy program will produce observable results for participating employees and yield management information for staff.

Examples of Evaluations You need to complete

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MANAGERS' EVALUATION OF PROGRAM EFFECTS IN THEIR DEPARTMENTS

Manager's Name:_____ Dept.:_____

Today's Date:_____ Total employees in dept._____

*How many employees in your department participated in the program? _____

In your opinion, now that the initial course has been completed, how would you rate its effects on participants that you supervise? Circle the number that shows how you feel.

PRODUCTION:

5	4	3	2	1
Greatly increased	Somewhat increased	Stayed the same	Somewhat decreased	Greatly decreased

---

QUALITY:

5	4	3	2	1
Greatly improved	Somewhat improved	Stayed the same	A few more errors	Many more errors

---

TRANSFERABILITY:

After completing the program, when new technical equipment or training comes to your department, do you think your employees will be able to handle it

BETTER THE SAME WORSE

ATTITUDE:

Regarding the employees in your department who participated in the program, how much improvement in attitudes towards themselves, their jobs, or the company did you observe? (for example: greater cooperation, team-building, etc.)

5	4	3	2	1
A lot	Some	Same amount as before program	Little	None

Since your employees participated in the program, do you feel that your job as a supervisor has become:

5	4	3	2	1
Much easier	Somewhat easier	Same as before	Somewhat more difficult	Much more difficult

Please give an example:_____

_____

*If your company plans to continue to have employees participate in similar programs in the future, what would you recommend to improve the way the program is run?

---

*Based on the effect that the program has had on the employees from your department who participated, would you recommend additional employees to the program?_____

Why or why not?_____

*Of the employees in your department who participated in the program, have any shown progress in potential for advancement?_____

MANAGER PRE-PROGRAM EMPLOYEE RATING

Teepak, Inc.

_____
Name of employee you are rating

Please evaluate this employee in the following areas. Circle the number that shows how you feel.

JOB ATTITUDE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

PRODUCTIVITY:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

QUALITY OF WORK:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

ATTENDANCE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

JOB KNOWLEDGE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

COMMENTS: _____

_____

_____

_____

_____ _____

Today's Date Manager's Signature Revised 3/10/95

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MANAGER POST-PROGRAM EMPLOYEE RATING

Teepak, Inc.

_____

Name of employee you are rating

Please evaluate this employee in the following areas. Circle the number that shows how you feel.

JOB ATTITUDE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

PRODUCTIVITY:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

QUALITY OF WORK:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

ATTENDANCE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

JOB KNOWLEDGE:

Excellent 6	Good 5	Above Ave. 4	Average 3	Below Ave. 2	Poor 1

COMMENTS: _____

_____

_____

_____

_____ _____

Today's Date Manager's Signature Revised 3/10/95

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Standardized Testing

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THE WORKPLACE LITERACY TEST (WLT) in RETROSPECT

What is the WLT?

WLT is a test made up of opened-ended Prose, Document and Quantitative Literacy Task questions that test the abilities of job seekers. Too, current employee skills that are in need of improved/upgraded concepts for employees to become promotable are identified.

Explain an open-ended question and define the examining areas in the WLT?

An open-ended question requires one to perform literacy tasks in the following examining areas:

Prose	denotes the ability to read and understand materials (e.g. locate information in a news article: interpret instructions included in a warranty)
Document	denotes the ability to locate and use information (e.g. complete an employment application or locate an intersection on a street map)
Quantitative	denotes the ability to solve problems (e.g. balance a checkbook; determine the correct tip due a waitress)

What are Literacy Tasks?

Literacy Tasks measure a broad range of information-processing skills using materials that represent work, home, and community contexts. These tasks require written and/or oral responses/problem-solving techniques.

Length of Test: 2 1/2 hours

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Literacy Performance Scale

Each scale ranges from 0 to 500 and is divided into five levels of performance.

For example:

Prose Literacy

376 to 500	**Level 5 - Most proficient adults and most demanding tasks**
326 to 375	**Level 4**
276 to 325	**Level 3**
226 to 275	**Level 2**
0 to 225	**Level 1 - Least proficient adults and least demanding tasks**

Source: National Adult Literacy Survey, 1992.

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Literacy Scale Interpretation

Difficulty Values of Selected Tasks Along the Prose, Document, and Quantitative Literacy Scales

	Prose	Document	Quantitative
500			
450	Underline a sentence that explains the author's reasoning for his stand on an issue	408 Interpolate information on a line graph to determine profits in a specified year*	425 Using given information, estimate time for blood alcohol concentration to drop*
435	Draw a conclusion by interpreting information in a short article	397 Identify two pieces of information embedded in a menu	404 Using a timetable, determine the length in hours of a train trip
380	Interpret information in an advertisement for a career opportunity	379 Using a map, identify several locations meeting specified conditions*	382 Determine shipping and total costs on an order form for items in a catalog*
375			
371	Interpret information from a lengthy article on home insurance	346 Use a legend on a map to determine the distance between two points	366 Using a table, calculate the value of a home improvement as a percentage of the total project cost
348	Identify two elements of a comparison in a short article	344 Use a table to identify the county with the most parks	347 Using a table of rates, determine the cost of a particular kind of telephone call for a specified length of time
335	Identify information embedded in a newspaper article	334 Compare four bars in a graph to identify information about athletic injuries	338 Using a table of fees, determine the difference between penalty charges for two banks
325			
323	Interpret information in an advertisement for a child's library	315 Using a table of pricing information, identify the cost of two items	323 Determine the minimum amount of money for insuring a house
315	From a brochure, identify two advantages to using a particular service	308 Use a map to identify the route to take to a park entrance	311 Using an electronic teller form, calculate the total amount of payments
300	Identify information in a lengthy magazine article about Tallahassee	303 Interpret information from an advertisement	299 Calculate the amount owed for extra mileage on a rental car
289	Identify the meaning of a word as it is used in a newspaper article	298 Circle mileage in a table of car rental rates	290 Using a table of insurance rates, determine how much more one person pays than another
		286 Compare two bars in a graph to identify information about athletic injuries	280 Calculate the difference between two percentages from a bar graph
275			
271	List five pieces of information from a newspaper article	272 Using a bar graph, identify the number of homes sold in a particular month	274 Determine the difference in rates between two types of telephone calls
255	Underline a sentence that explains how to change life insurance beneficiaries	251 Enter the quantity of an item on an order form	260 Calculate the total cost of a printing order for letters and envelopes
247	Identify information in a newspaper article about respite care	234 Using a table, identify and list two pieces of information	254 Determine the difference between the length of business hours on weekdays and weekends*
			235 Calculate the cost of four identical items on a grocery receipt*
225			
213	Identify the appropriate age range in an advertisement for a child's library	223 Identify information in a table listing food alternatives	191 Total a bank deposit entry*
210	Locate one piece of information in a sports article*	215 Using a table, identify a city meeting a certain criterion	
0			

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*Selected items appeared in the National Adult Literacy Survey (NALS) or the ETS Tests of Applied Literacy Skills (TALS).

DIFFERENCES BETWEEN COMPETENCY-BASED EDUCATION ASSESSMENT/TESTING AND STANDARDIZED TESTING

CBE ASSESSMENT/TESTING	STANDARDIZED TESTING
1. Origin: local course of study	1. Origin: national opinion
2. Does not have to depend totally on reading ability	2. Dependent on reading ability
3. Integral part of instructional program	3. Separate from instruction
4. Criterion-referenced (competencies)	4. Norm-referenced
5. Internally (locally) planned, developed, implemented, and evaluated	5. Externally planned, developed, implemented, and evaluated
6. Individual data analysis	6. Comparative data analysis
7. Immediate results	7. Delayed results
8. Various groupings for testing	8. Classroom grouping for testing
9. Can be given any time	9. Definite dates for testing
10. No time limits	10. Time limits
11. Teacher graded	11. Outside grading

Source: Bradley, Leo H., Guide to Competency-Based Education, 1987.

BEST COPY AVAILABLE

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